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ABSTRACT

This framework has been designed to help Idaho elementary and secondary public schools develop their physical education curricula and programs and formulate realistic goals. The document represents a change from past approaches and one early section details some examples of how this guide is different from previous guides. Among these differences are a change from a curriculum driven by team sports and participation in large game play to a broad integrated curriculum that focuses on individual cognitive, psychomotor, and affective development. The guide includes pages on: definitions, overall goals for physical education, curricular frameworks, curricular alignment, an exit performance standards matrix, and mission and vision statements. The guidelines and framework are presented in three sections. The first is for kindergarten through 4th grade, the second for 5th through 8th grade, and the third for 9th through 12th grade. Each section includes grade benchmarks for the last grade in that section. For 12th grade there are exit performance standards. A final section lists 10 brief position statements. (JB)

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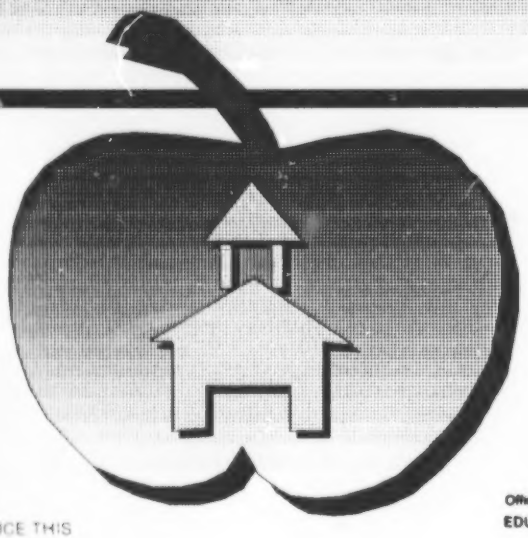
IDAHO K-12 PHYSICAL EDUCATION CONTENT GUIDE AND FRAMEWORK



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Idaho
K-12 Physical Education
Content Guide and Framework

1994

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K-12 PHYSICAL EDUCATION CONTENT GUIDE AND FRAMEWORK

ACKNOWLEDGMENTS

The State Department of Education sincerely appreciates the professionalism, expertise, and effort of the "Framework Writing Team." The team accepted the responsibility of developing a guide for excellence in physical education for Idaho's students, teachers, parents, and schools. Without the team's contribution to the development of this document, the guidance provided would fall far short of meeting the needs of Idaho's students.

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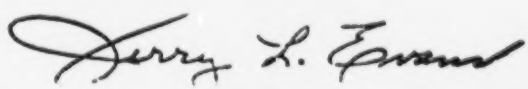
FOREWORD

In February 1994, a twelve-member writing committee convened to write Idaho's K-12 Physical Education Content Guide and Framework. Committee members included educators involved in classroom teaching from kindergarten through twelfth grade, administrators and college level personnel, and staff of the State Department of Education. Idaho's framework was shaped by the knowledge and experience of this committee, as well as by materials from other states, Idaho's own performance based education documents, and comments and suggestions from local school districts throughout Idaho.

This framework has been designed to help schools develop their physical education curriculum and program and formulate some realistic goals for themselves and their students. It is not our purpose to outline methods and procedures nor to recommend activities, projects, units, or plans for students and teachers. These are adequately treated in the teacher manuals of state-adopted textbooks and in curriculum guides developed by local districts. However, the State Department of Education recommends that all Idaho public school districts use this framework as a basic resource.

I commend each person who participated in the writing of this framework. This document should serve the public schools well and ensure quality K-12 physical education instruction for Idaho students.



Jerry L. Evans
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This document is intended to be a working implementation resource for schools, teachers, and patrons as the school develops its K-12 physical education program. For the coming year, this document is open for review and revision. The State Department of Education invites comments from students, teachers, administrators, and parents. Please feel free to forward any comments regarding this document to:

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OUR STANDARDS SHOULD REPRESENT BROAD MAJOR SHIFTS IN EMPHASIS FROM CURRENT PROGRAMS. THE SHIFTS INCLUDE.....

FROM....	TO....
A curriculum driven by team sports activities, athletic programs and participation in large game play	A broad integrated curriculum that focuses on individual cognitive, psychomotor and affective development, the health benefits of physical activity and fitness, and lifetime sports activities.
An acquisition of pieces of knowledge and skill as ends in themselves	Embedding cognitive, psychomotor, and affective development in a conceptual framework that enhances critical thinking and lifetime enjoyment of physical activity.
Preoccupation with dressing down, participation and supervised game play unrelated to instructional objectives.	A concern for individualized instruction to meet the lifetime needs of each student and for authentic assessment of student knowledge, skill and attitude gains.
Emphasis on separate areas of content	Connections between disciplines and the content traditionally learned in those disciplines.
Emphasis on one right answer	Emphasis on student's reasoning and problem solving processes.
Students as passive participants	Students as active participants in constructing ideas through exploring, investigating, discussing, and conjecturing.
Teachers as transmitters of knowledge	Teachers as facilitators of learning.

....AND....

Evaluation and assessment -- using a variety of techniques -- as a means of improving instruction, learning, and programs.

DEFINITIONS

Following are definitions of some of the educational vocabulary as used in this document:

CONTENT GUIDE -- The described necessary content that is most compelling in a discipline. It covers the basic skills and all the concepts that lead to what it is a student should know and be able to do at the various levels of the discipline.

FRAMEWORK -- A design that "frames" a series of critical components describing what we teach and how we assess it. Gives "unity" to what we do in that discipline. It is hoped that the state framework provides a model for school districts to use in their development of district frameworks that could also describe how a concept will be taught.

STRAND -- One learning segment of a standard.

STANDARD -- A broad description of what a student should know and be able to do.

GOAL -- A broad description of what is important in achieving proficiency in a standard.

OBJECTIVE -- A specific statement that describes what will be learned to reach the goal.

BENCHMARK -- A description of what a student should know and be able to do at a specified time. In Idaho, that time has been established at the 4th, 8th, and 12th grade levels.

SAMPLE PROGRESS INDICATOR -- Problems or situations that teachers and students may use to assess and demonstrate student capability and performance. Performance on progress indicators will help students establish progress toward benchmark achievement within a standard and on the performance assessments administered at the 4th, 8th, and secondary levels.

PERFORMANCE ASSESSMENT EXAMPLES -- A set of problems or situations that model similar problems or situations that will be found in the performance assessment administered at the 4th, 8th, and secondary levels.

PERFORMANCE ASSESSMENT SCORING STANDARD -- The holistic or analytical scoring devise that will be used to score a performance assessment. Consists of a scoring standard and the traits that must be exhibited to demonstrate achievement at that scoring standard.

EXIT PERFORMANCE STANDARDS -- The final established benchmark describing a student as he/she exits our school at the 12th grade. Describes quite precisely what it is you want the student to know and be able to do when they exit the system.

PERFORMANCE ASSESSMENT -- An assessment where students must demonstrate what they know and are able to do.

IDAHO GOALS FOR PHYSICAL EDUCATION

GOAL 1 All students will have equal access to instruction, study, and participation in a physical education program.

Student must be provided the necessary facilities and resources, from buildings to equipment, to participate in a physical education program.

GOAL 2 All students will be able to participate in a variety of physical activities.

Physical education provides an opportunity for students to develop skills, knowledge, and attitudes to remain physically active throughout life.

GOAL 3 All students will value physical activity and its contributions to a healthful lifestyle.

Physical education promotes enjoyment of and appreciation for physical activity.

GOAL 4 All students will demonstrate self-esteem and confidence in their physical capabilities.

Physical education provides opportunities for personal development and success.

GOAL 5 All students will communicate effectively using appropriate movement, writing, speaking, and listening skills.

Physical education provided unique opportunities for students to develop self-expression through movement as well as other forms of communication.

GOAL 6 All students will demonstrate problem-solving and decision-making skills necessary to participate successfully in physical activity and develop healthy lifestyles.

Participation in physical activity provides opportunities to develop good decision-making and problem-solving skills.

GOAL 7 All students will be able to assess, design, implement, and maintain personalized fitness or wellness programs.

The application of fitness and wellness principles to daily living contributes to a healthy quality of life.

GOAL 8 All students will use cooperative and collaborative skills in group interactions.

Physical education provides opportunities for the development of interpersonal skills.

GOAL 9 All students will apply movement principles, develop skills, and analyze the quality of performance in a variety of settings.

Students work and play more efficiently and successfully when they understand and apply the science of movement.

QUESTIONS AND ANSWERS ON PERFORMANCE BASED EDUCATION

Why should Idaho change to performance based education?

The world is changing. As our society moves from the industrial age to the information age, schools must be redesigned to prepare students for the future. To be successful, students must become life-long learners who can work with others, communicate clearly, apply what they have learned in practical ways, recognize quality, and be creative and original problem solvers. Performance based education ensures that students master both traditional basic skills (phonics, reading, writing, math, spelling, grammar, social studies, and science inquiry) and additional basic skills that emphasize application and use of what has been learned.

What is performance based education?

Performance based education clearly defines what students are expected to know and be able to do with that knowledge. Students are periodically tested or assessed to determine their progress, and each student is given needed time and assistance to become proficient. Students who show meaningful progress or skill development are advanced to more challenging material.

What are additional basic skills?

In Idaho we call them *exit performance standards*. We believe that besides demonstrating proficiency in the traditional basics, students who graduate from Idaho high schools must be able to

1) communicate clearly and effectively.
2) use knowledge and information effectively.
3) solve problems.
4) be creative and original.
5) determine quality.
6) work cooperatively with others. And
7) learn effectively throughout life.

These *exit performance standards* are additional basics that students must acquire in order to live and work in a complex and changing world.

How is performance based education different from traditional teaching methods?

In traditional methods, teachers present material, students study and do homework, students are tested, the grades are recorded, and the class moves on to the next topic--whether or not everyone has learned the information.

In performance based education, a student must demonstrate what they know and are able to do in a given discipline. Thus performance based education is more attentive to the individual student's progress.

Does performance based education "dummy down" the curriculum so that all students are learning less?

Just the opposite. Performance based education sets uniform standards for all students. To show proficiency, a student has to meet a rigorous predetermined standard. Because the standards set high expectations for all students, students will learn more. Idaho's own Direct Writing Assessment program, now in its 10th year, is a good example: the quality of students' writing has improved during this time because the tough standards go hand-in-hand with solid preparation.

How does performance based education teach students to think?

Performance based education requires students to analyze, synthesize, evaluate, internalize, and apply what they have learned. Students are also taught to evaluate their own progress and set goals for improvement.

What are the differences between traditional testing and performance based assessment?

A traditional pencil and paper test requires that students show what they have learned. They do not have to demonstrate what they can do with what they know, and they are not able to demonstrate the depth and breadth of their knowledge. Often grades are reported as the percentage of test questions answered correctly. It is possible to receive credit by mastering as little as 60 percent of the information (usually a "D").

In a performance assessment, students are expected to answer two questions: *What do you know?* and *What can you do with what you know?* Students show their basic knowledge and understanding through a variety of activities that demonstrate their level of proficiency. This kind of assessment not only requires thorough knowledge of the basic skills, but demands that students demonstrate this knowledge through projects, performances, experiments, research, essays, critiques, and other practical ways.

What are performance based assessment standards?

Performance based assessment standards describe the student's level of proficiency in meeting the *exit performance standards*:

4) **Advanced:** The student goes beyond the basic requirements, demonstrates a thorough understanding of the exit performance standards, and communicates those concepts clearly and easily.

3) **Proficient:** The student meets the basic requirements and communicates these concepts clearly and easily.

2) **Developing Toward proficiency:** The student meets some, but not all, of the basic requirements. He or she has difficulty in communication.

1) **Minimum Development Toward Proficiency:** The student meets few of the basic requirements set forth in the *exit performance standards* and is unable to communicate in a clear and thoughtful way.

How will changing to performance based assessment effect classroom teaching?

Classrooms of the future may look quite different. Instead of the teacher standing in front of the room lecturing for 50 minutes, students will work separately--and together--to produce products (writing portfolios, art portfolios, exhibits, plays, poems, science experiments, math demonstrations) or performances (typing tests, dramatic and musical performances, or oral debates). The teacher will decide on the content and purpose of each lesson, but the students will learn through active involvement.

Does performance based assessment replace college entrance exams?

No. However, a number of colleges are no longer requiring students to take entrance exams, but are requesting that students send "portfolios" (collections) of their work in a particular subject. A performance assessment would be an important part of a student's portfolio.

What happens to the gifted and talented student?

Performance based assessment is particularly good for the gifted and talented student. Now students only demonstrate their proficiency to the limit of the traditional test. With open-ended performance based assessment, these students can truly demonstrate their gifts and talents. Thus, gifted students are identified early and given more challenging material.

Does performance based education teach "values clarification"?

No. What it does is require students to go beyond the memorization of facts and show how to use what they know.

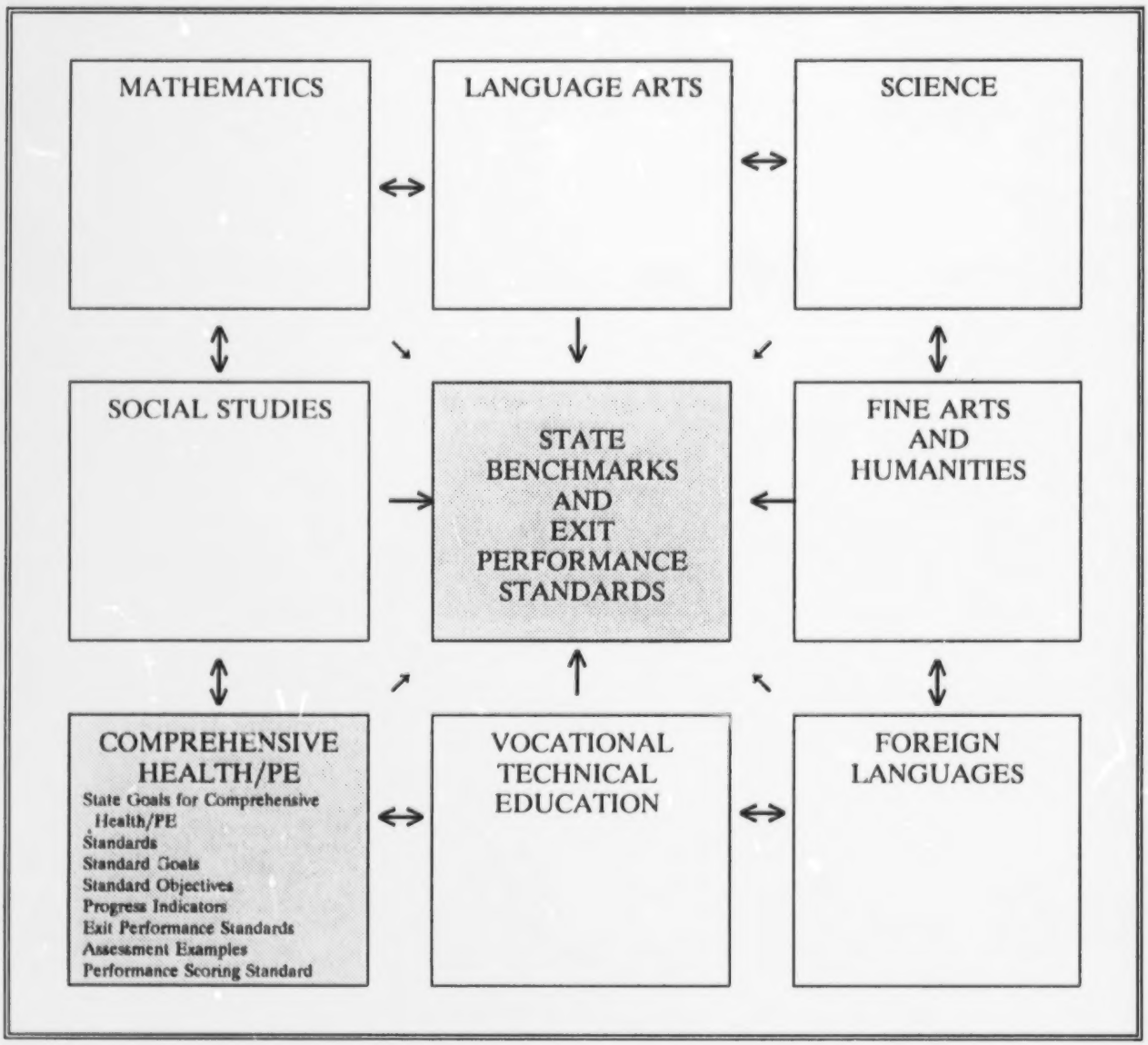
Will performance based assessment take place at every grade level?

Yes, although often this is informal assessment by teachers. Formal assessment will probably occur at grades 4, 8, and 11. Students will also be tested in traditional ways so that their progress can be compared to national scores.

The Idaho Performance Based Educational System is focused on Exit Performance Standards that describe what students know and can do when they graduate from high school. Benchmarks at grades 4 and 8 provide opportunities to assess students' progress toward accomplishment of the Exit Performance Standards.

The Curricular Frameworks describe the scope and sequence of instruction and learning within each curriculum area. Working from the foundation of State Curriculum Goals and Content Standards, Grade-level Goals and Objectives have been identified. Recommended teaching and assessment practices are included.

Collectively the Curricular Frameworks address the Exit Performance Standards by encouraging the integration of student learning across the curriculum areas. The integration of learning is supported by the acquisition of knowledge and skill in each curriculum area, and it is enhanced by encouraging integrated instruction.



CURRICULAR ALIGNMENT

IDAHO GOALS

Broad description of what is important
in achieving proficiency in each subject area.

EXIT PERFORMANCE STANDARDS

What high school graduates should know and be able to do.

CURRICULAR FRAMEWORKS

A design that "Frames" a series of critical components describing what we teach and how we

PHYSICAL EDUCATION GOALS/EXIT PERFORMANCE STANDARDS MATRIX

A physical education program designed around the subject area goals will challenge students to progress toward achievement in the Exit Performance Standards. Following is a matrix illustrating the relationship between the Idaho Goals for Physical Education and the Exit Performance Standards.

GOALS ↓	EXIT PERFORMANCE STANDARDS						
	Communicates Effectively	Uses Knowledge Effectively	Solves Problems Effectively	Is Creative And Original	Determines Quality	Collaborates With Others	Is a Lifelong Learner
Equal Access	X	X	X	X	X	X	X
Participates In Activities	X				X		X
Values Physical Education	X	X	X		X	X	X
Confident In Abilities	X	X	X		X		X
Communicates In Physical Education	X	X	X	X	X	X	X
Problem Solvers	X	X	X	X			X
Personal Fitness/Wellness	X				X		X
Group Interactions	X	X	X			X	X
Acquisition, Application And Analysis	X	X	X	X	X		X

An **X** in a cell indicates the intersection of a specific Physical Education Goal with a specific Exit Performance Standard.

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MISSION STATEMENT

Every student, regardless of ethnic background, gender, or ability, will start school ready to learn. Every student will be educated to the upper limits of his or her intellectual potential. All students will develop knowledge, skills, and appreciation of their responsibilities as citizens, workers, and lifelong learners.

Schools will be places where learning physical education is exciting and challenging. Goals are clearly stated and expectations are high. Schools will be equipped with state-of-the-art technology, allowing teachers to focus on each student's needs and to serve as instructors, mentors, and motivators. Educators, parents, and communities will share responsibility for helping students prepare themselves to perform productively.

VISION STATEMENT

The purpose of the Idaho physical education program is to enable learners to develop their individual potential in physical education and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

All high school graduates will possess the knowledge, skills and attitudes to

* apply appropriate physical education concepts as necessary to every day situations,
* use critical thinking and reasoning ability to solve problems,
* understand, integrate and use information and knowledge acquired from all sources.

FURTHER:

Through equal access to quality physical education, all Idaho high school graduates will understand and value lifelong learning, and possess the knowledge, skills and attitudes to:

* learn,
* use critical thinking and reasoning ability to solve problems,
* work independently and in groups,
* communicate effectively in all forms,
* understand, integrate and use information and knowledge already acquired,
* maintain personal, emotional and physical well-being,
* contribute to society as caring, responsible and thoughtful citizens,
* understand and appreciate ethnic and racial differences.

The term *all Idaho high school graduates* means students from a broad range of backgrounds and circumstances including disadvantaged students, students with different racial and ethnic backgrounds, students with disabilities, students with limited English proficiency, and academically talented students.

INTRODUCTION

The complexity of health issues facing youth today requires a comprehensive approach which involves collaboration across academic disciplines. Physical education is an integral part of the total educational process and provides movement-centered and wellness-based activities for students. As Idaho youth are educated to meet the demands of the 21st century, each must be equipped early in life with the knowledge and essential life skills necessary to be a healthy, productive citizen. An integrated program that includes physical education makes it possible for students to achieve well-rounded development.

Physical education subscribes to the widely accepted concept of unity of mind and body, formulated upon sound physiological, psychological, and sociological principles. The primary aim of physical education is to maximize opportunities for attaining lifelong physical fitness and wellness.

During the past decade, physical education programs have been in transition from an approach which emphasized athletics and team sports to one which focuses on the health benefits of physical activity and fitness. Through a quality physical education program, students develop knowledge, skills, and values that encourage the pursuit of an active and healthy lifestyle. Physical education programs should focus activities to be not only developmentally appropriate but also integrated with other academic subject areas throughout the student's education. It is through such programs that students will understand the centrality of the body in exercising the mind.

The State Department of Education Physical Education Framework Committee organized this Physical Education Content Guide and Framework from materials produced for systemic school reform in Idaho, other states' performance based physical education frameworks and the National Association for Sport and Physical Education (NASPE) Physical Education Outcomes Project.

It is intended that the K-12 Physical Education Content Guide and Framework, outlined in this document, will serve as a model for local Idaho school districts in their physical education curriculum, instruction, and assessment development.

INTRODUCTION TO K-4 PHYSICAL EDUCATION

Students in kindergarten through fourth grade bring to physical education an enthusiasm and enjoyment of moving unique to the educational environment. It is critical that their first physical education experience be positive. These students are establishing the base upon which physical skills, knowledge, and values will be built throughout their school years and lifetimes. They need a wide variety of movement and social experiences that enhance life-long enjoyment of physical activity.

Physical education activities shall include locomotor, non-locomotor and manipulative skills, as well as space awareness, effort and relationship concepts. In addition, activities should provide opportunities for students to work cooperatively in small and large groups. Students need to recognize that active lifestyles are necessary for health.

The following framework provides guidance for WHAT students are expected and encouraged to learn and WHEN it is reasonable such content might be learned. The developmental activities will address the Idaho goals for physical education. The performance indicators in this document are meant as suggestions only and do not preclude the development of alternative indicators at the district, building or individual level.

KINDERGARTEN - SECOND GRADE

STANDARD I: MOVEMENT COMPETENCE

GOAL: All students will learn skills necessary to perform a variety of physical activities.

PERFORMANCE OBJECTIVES: All students will

1. move using concepts of body awareness, space awareness (e.g., directions, levels, pathways), effort, and relationships.

2. demonstrate developmentally appropriate competence in a variety of manipulative, locomotor, and non-locomotor skills.

3. use a combination of manipulative (e.g., handling equipment - catching, throwing, striking, kicking), locomotor (e.g., traveling - hopping, skipping, galloping, running), and non-locomotor (e.g., balancing, stretching, swinging, rolling) skills performed individually and with others.

4. develop necessary skills for learning.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. travel forwards and sideways changing direction quickly in response to a signal.

2. toss a ball and catch it before it bounces twice.

3. travel quickly in a relay format to reinforce and recall vocabulary.

STANDARD II: WELLNESS

GOAL: All students will utilize wellness components.

PERFORMANCE OBJECTIVES: All students will

1. sustain moderate physical activity; demonstrate strength and flexibility.

2. describe foods the body needs for energy.

3. locate and recognize the functions of various body parts.

4. describe the benefits of rest.

5. identify the components of hygiene.

6. identify body types.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. maintain continuous activity for several minutes playing various tag games.

2. describe the importance of having breakfast each day.

3. identify increased heart rate by placing the hand over the heart after activity and counting the beats.

STANDARD III: ACTIVE LIFESTYLE

GOAL: All students will participate regularly in physical activity.

PERFORMANCE OBJECTIVES: All students will

1. participate in health enhancing physical activity daily.

2. choose to participate in physical activities with family and friends.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. participate in vigorous physical activity, such as
   a. school physical education every time class meets,
   b. community recreation once a week,
   c. play time with family and friends daily.

STANDARD IV: KNOWLEDGE

GOAL: All students will know the implications of and benefits from involvement in physical activities.

PERFORMANCE OBJECTIVES: All students will

1. recognize that physical activity is good for personal physical, social, emotional, and mental well-being.
2. understand guidelines and demonstrate behaviors that insure safety.
3. recognize that skill development requires practice.
4. identify selected body parts, skills, and movement concepts.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. take a walk and then describe what body parts were used and how the exercise made them feel.
2. participate in playground activities without pushing one another off the equipment.
3. demonstrate basic jump rope skills.
4. show an understanding of letter and number shapes through physical activity.

STANDARD V: VALUES

GOAL: All students will value physical activity and its contributions to a healthy lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. identify feelings that result from participation in physical activities.
2. enjoy participation in individual and group activities.

3. look forward to physical education lessons.

4. develop a positive attitude toward physical activity.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. verbalize how they feel about physical activity at least once a week.

THIRD/FOURTH GRADE

STANDARD I: MOVEMENT COMPETENCE

GOAL: All students will learn skills necessary to perform a variety of physical activities.

PERFORMANCE OBJECTIVES: All students will

1. move using concepts of body awareness, space awareness (e.g., directions, levels, pathways), effort, and relationships.

2. demonstrate developmentally appropriate competence in a variety of manipulative (e.g., handling equipment - throwing, catching, striking, kicking), locomotor (e.g., traveling - hopping, skipping, galloping, running), and non-locomotor (e.g., balancing, stretching, rolling, swinging) skills.

3. demonstrate developmentally appropriate competence in combinations of manipulative, locomotor, and non-locomotor skills performed individually and with others.

4. learn procedures for acquiring new skills (e.g., utilizing motor learning principles).

5. demonstrate basic skills in a variety of physical activities.

6. participate in multi-cultural activities.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. perform skills of chasing, fleeing, or dodging successfully to avoid or catch others.

2. strike a ball with a bat from a tee or cone using a correct grip and side orientation.

3. throw the ball at the wall several times using the correct hand and body positions to catch the ball.

4. jump and land using a combination of one and two foot take-offs and landings and demonstrating appropriate form.

5. demonstrate an understanding of the principles of physics by analyzing how volume and weight relate to speed.

STANDARD II: WELLNESS

GOAL: All students will utilize wellness components.

PERFORMANCE OBJECTIVES: All students will

1. sustain moderate physical activity; demonstrate strength and flexibility.
2. understand the basic food groups.
3. recognize the health benefits of physical activity.
4. recognize the harmful effects of substance abuse.
5. identify health habits connected with hygiene.
5. identify healthy body types.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. display three specific activities that increase endurance, strength and flexibility in a montage format.
2. identify accurately the food group within which carbohydrates belong.

STANDARD III: ACTIVE LIFESTYLE

GOAL: All students will participate regularly in physical activity.

PERFORMANCE OBJECTIVES: All students will

1. participate in health-enhancing physical activity daily.
2. choose to participate in physical activities with family and friends.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. participate in vigorous physical activity, such as
   a. school physical education every time the class meets,
   b. community recreation/sports once a week,
   c. leisure time with family and friends daily.

STANDARD IV: KNOWLEDGE

GOAL: All students will know the implications of and benefits from involvement in physical activities.

PERFORMANCE OBJECTIVES: All students will

1. recognize that physical activity is good for personal well-being.
2. understand guidelines and demonstrate behaviors that insure safety.
3. recognize that skill development requires practice.
4. identify major muscle groups and bones, selected skills, components of fitness and wellness, and movement concepts.
5. apply fundamental strategies to simple games.
6. recognize activities from different cultures.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. name specific muscle groups accurately while stretching with a partner.
2. create a game and explain the game clearly to the rest of the class.
3. construct a skeleton using the relay method.

STANDARD V: VALUES

GOAL: All students will value physical activity and its contributions to a healthy lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. identify feelings that result from participation in physical activities.
2. enjoy participation in individual and group activities.
3. look forward to physical education classes.
4. appreciate differences and similarities in others' physical abilities.
5. celebrate personal successes and achievements and those of others.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. verbalize how they feel about physical activity at least once a week.
2. perform a self-evaluation of problem solving skills used by the group during a specific activity (e.g., cooperation, sharing, listening).
3. encourage other students, regardless of ability, at least once every class period in order to create a supportive environment.

IDAHO 4TH GRADE BENCHMARKS

The Idaho 4th grade benchmarks require mastery of basic skills and subject knowledge. Students' proficiency in these benchmarks will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho 4th Grader

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **collaborates with others.**
- **determines quality.**
- **is a lifelong learner.**

What follows is a more complete statement of each benchmark and a list of traits which describe each benchmark in more detail.

1. **An Idaho 4th grader communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- Communication is organized, and flows sequentially. The order, structure, and presentation are well organized and address issues in a clear and direct manner.

- Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form -- The communication conveys the intended message in an interesting, precise, and natural way. Words, and visual aids are used appropriately to enhance the presentation.

- Fluency -- The elements of spoken communication (including pronunciation, enunciation, inflection, and projection) are developing.

- Conventions -- Written communication involves grammar, capitalization, punctuation, usage, spelling and paragraphing that enhances the overall quality of the communication. Errors tend to be few and minor so that the communication is not interrupted.

2. **An Idaho 4th grader locates, organizes and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.

- Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.

- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.

- Organization of Information -- Information and knowledge are employed. Clear criteria are employed to select relevant and accurate information and knowledge for presentation and use. Information is effectively organized using clear criteria to select materials.

3. **An Idaho 4th grader can identify and describe problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.

- Development and Implementation Strategies -- Alternative strategies for solving or addressing problems, issues or projects are identified.

- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho 4th grader demonstrates creativity and originality in the design, production, and presentation of activities.**

   LIST OF TRAITS

   - Creativity and Originality -- Innovative methods of design, production, and presentation are explored.

5. **An Idaho 4th grader critiques and evaluates the quality of work products and process.**

   LIST OF TRAITS

   - Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.

   - Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.

   - Identification of Weaknesses -- Areas for further improvement are identified and ideas for improvement are discussed.

6. **An Idaho 4th grader demonstrates the ability and skills to work collaboratively.**

   LIST OF TRAITS

   - Behavior -- Personal behavior in group activities is monitored and consideration for individual differences is demonstrated.

   - Team Skills -- Active listening and participation skills are used in group activities.

   - Provide Feedback -- Constructive comments on cooperative work are given and received.

   - Group Functioning -- How the group does its work is assessed and managed. Conflict resolution skills are used to solve group problems.

- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho 4th grader demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Priorities and attainable goals are identified.
- Self-esteem -- A positive vision for self and others is developed. There is a positive desire to learn.
- Initiative and Perseverance -- The desire and ability to plan and implement project activity over time and to work through to the conclusion of the project is demonstrated.
- Responsibility -- Responsibility for own actions is assumed.
- Adaptability -- Changes and challenges encountered are dealt with in a positive way.
- Skills of Strategic Learner -- A variety of strategies for learning are explored.

INTRODUCTION TO 5 - 8 PHYSICAL EDUCATION

Learners in grades five through eight are at a transitional period in their physical, social and intellectual maturity. They display a range of skills and abilities. At the fifth through eighth grade level, students need peer interaction, personal and group identity, acceptance, relevance to their environment, direction and structure, choice for empowerment, and independence. Physical educators must design experiences to meet these needs.

An effective physical education program focuses on the development of consistent and competent performance towards a healthy lifestyle. Students should be given the opportunities to: develop competence in a variety of physical activities; recognize and apply fitness and wellness principles to daily living; analyze concepts and principles basic to understanding human movement; and value the importance of physical activity. This framework provides guidance for developing and refining these skills, knowledge and values important for a healthy and productive life.

FIFTH/SIXTH GRADE

STANDARD I: MOVEMENT COMPETENCE

GOAL: All students will achieve movement competence in a variety of physical activities.

PERFORMANCE OBJECTIVES: All students will

1. move using concepts of body awareness, space awareness, effort, relationships and creativity (e.g., 5th - perform dance and gymnastics sequences; 6th - design dance and gymnastics sequences).

2. demonstrate developmentally appropriate competence in a variety of manipulative, locomotor, and non-locomotor skills (e.g., 5th - striking a moving ball; 6th - striking a moving ball with accuracy).

3. demonstrate developmentally appropriate competence in combinations of manipulative, locomotor, and non-locomotor skills performed individually and with others (e.g., 5th - use keep away strategies; 6th - use offensive and defensive strategies).

4. demonstrate developmentally appropriate competence in a few forms of physical activity.

5. learn the processes for acquiring new skills (e.g., using a step-by-step approach).

6. demonstrate movement skills in several multi-cultural activities.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. demonstrate an accurate soccer pass to a partner while in motion.

2. perform a variety of steps in line, folk and square dance using appropriate form.

STANDARD II: WELLNESS

GOAL: All students will utilize wellness components.

PERFORMANCE OBJECTIVES: All students will

1. assess, achieve, and maintain physical fitness (e.g., participate in activities to improve muscular strength and endurance, flexibility, cardiorespiratory endurance).

2. participate in safe fitness programs in accordance with principles of training and conditioning (e.g., demonstrate stretching exercises that include all major muscle groups in the body).

3. understand the principles of nutrition (e.g., 5th - analyze food for energy and nutritional benefits; 6th - analyze food for caloric intake).

4. demonstrate problem-solving skills for healthy choices (e.g., 5th - in groups, identify high risk factors in a variety of scenarios; 6th - in groups, discuss consequences of one's choice of behavior).

5. apply stress management and conflict resolution strategies (e.g., 5th - participate in relaxation exercises; 6th - identify a variety of relaxation strategies).

6. apply principles of hygiene.

7. recognize and develop one's self-concept (e.g., understand the effect of body image on self-concept).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. demonstrate improvement in personal levels of health-related fitness components with the use of an appropriate pre- and post-test once a year.

STANDARD III: ACTIVE LIFESTYLE

GOAL: All students will participate regularly in physical activity.

PERFORMANCE OBJECTIVES: All students will

1. participate in health enhancing physical activity daily (e.g., monitor time spent during the week in physical activity).

2. select and regularly participate in lifetime physical activities in and out of school (e.g., games, sports, dance and outdoor pursuits).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. participate in vigorous physical activity, such as
   a. school physical education every time the class meets,
   b. community recreation sports once a week,
   c. leisure time with family and friends daily.

2. monitor and assess time spent during the week in physical activity through record keeping strategies.

STANDARD IV: KNOWLEDGE

GOAL: All students will know the implications of and benefits from involvement in physical activities.

PERFORMANCE OBJECTIVES: All students will

1. identify the benefits, costs, and obligations associated with regular participation in physical activity (e.g., identify frequency, intensity, time and type [F.I.T.T.] principles).

2. recognize the risk and safety factors associated with regular participation in physical activity (e.g., 5th - identify appropriate warm-up, conditioning and cool-down techniques; 6th - describe reasons for appropriate warm-up, conditioning and cool down techniques).

3. apply care and prevention techniques for injuries and life threatening situations (e.g., 5th - identify rest, ice, compression, elevation [R.I.C.E.] principles; 6th - apply R.I.C.E. principles to simulated emergencies).

4. apply concepts and principles to the development of motor skills (e.g., detect and correct errors in personal movement skills).

5. understand that wellness involves more than being physically fit (e.g., identify options to express and control emotions).

6. know rules, strategies, and appropriate behaviors for selected physical activities (e.g., know and apply sportsmanship).

7. recognize that participation in physical activity can lead to multi-cultural and international understanding (e.g., identify activities from different cultures).

8. understand that physical activity provides the opportunity for enjoyment, self-expression and communication (e.g., describe ways to use movement to communicate ideas and feelings).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. identify at an 80% success rate appropriate exercises for flexibility, cardiorespiratory endurance and strength through a written test.

2. use various resources (library, computer, interview, etc.) to write a report on activities from one different culture.

3. exhibit sportsmanship behaviors appropriately during competitive play.

STANDARD V: VALUES

GOAL: All students will value physical activity and its contributions to a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. appreciate relationships with others that result from participation in physical activity.

2. respect the role that regular physical activity plays in the pursuit of life-long health and well-being.

3. enjoy the feelings of self-esteem, confidence and success that result from regular participation in physical activity.

4. respect the uniqueness of oneself and others (e.g., accepting of one's strengths and limitations).

5. recognize the pros and cons of competition.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. appreciate cooperative behaviors in team/group activity by completing assignment.

2. choose to exercise for personal enjoyment and benefit outside the school setting once a week.

SEVENTH/EIGHTH GRADE

STANDARD I: MOVEMENT COMPETENCE

GOAL: All students will achieve movement competence in a variety of physical activities.

PERFORMANCE OBJECTIVES: All students will

1. move using concepts of body awareness, space awareness, effort, relationships, and creativity.

2. demonstrate developmentally appropriate competence in a variety of manipulative, locomotor, and non-locomotor skills individually.

3. demonstrate developmentally appropriate competence in combinations of manipulative, locomotor, and non-locomotor skills performed individually and with others (e.g., use offensive and defensive strategies).

4. demonstrate developmentally appropriate competence in a wide variety of skills.

5. demonstrate proficiency in a few forms of physical activity.

6. develop processes for learning new skills.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. create, design and perform a routine using all movement concepts.

2. strike a ball in game play with accuracy.

3. perform smooth, flowing, routines combining balance and weight transfer showing changes in direction and speed.

STANDARD II: WELLNESS

GOAL: All students will utilize wellness components.

PERFORMANCE OBJECTIVES: All students will

1. assess, achieve, and maintain physical fitness (e.g., participate in an individualized fitness program).

2. participate in safe fitness programs in accordance with principles of training and conditioning (e.g., correctly demonstrate strength exercises and techniques).

3. understand the principles of nutrition (e.g., evaluate food intake for nutritional benefits).

4. demonstrate problem-solving skills for healthy choices (e.g., recognize the effects of substance abuse on personal health and performance in physical activity).

5. apply stress management and conflict resolution strategies (e.g., plan mental and physical relaxation and activity strategies).

6. apply principles of hygiene.

7. recognize and develop one's self-concept (e.g., recognize the fallacy of body image as it relates to age, gender and race projected by the media).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. develop a personal portfolio exemplifying progress in aspects of wellness, e.g., health profile (indicators of nutrition, stress, health choices), fitness profile, weekly journals, evidence of assessment, evaluation prescription, and progress.

STANDARD III: ACTIVE LIFESTYLE

GOAL: All students will participate regularly in physical activity.

PERFORMANCE OBJECTIVES: All students will

1. participate in health enhancing physical activity daily (e.g., sustain aerobic activity, maintaining a target heart rate, to achieve cardiorespiratory benefits).

2. select and regularly participate in lifetime physical activities in and out of school (e.g., in games, sports, dance and outdoor pursuits).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. demonstrate regular participation in a lifetime activity outside the physical education program (e.g., karate, dance, hiking, bicycling etc.) once a week.

STANDARD IV: KNOWLEDGE

GOAL: All students will know the implications of and benefits from involvement in physical activities.

PERFORMANCE OBJECTIVES: All students will

1. identify the benefits, costs, and obligations associated with regular participation in physical activity (e.g., analyze and schedule activities and exercise according to frequency, intensity, time, and type [F.I.T.T.] principles).

2. recognize the risk and safety factors associated with regular participation in physical activity (e.g., describe principles of training and conditioning for specific physical activities).

3. apply care and prevention techniques for injuries and life threatening situations (e.g., understand CPR and basic first aid techniques).

4. apply concepts and principles to the development of motor skills (e.g., understand and apply scientific principles to movement skills).

5. understand that wellness involves more than being physically fit (e.g., identify options to express and control emotions).

6. know rules, strategies, and appropriate behaviors for selected physical activities (e.g., describe personal and group conduct, including ethical behavior, appropriate for engaging in physical activity).

7. recognize that participation in physical activity can lead to multi-cultural and international understanding (e.g., recognize the role of games, sports and dance in getting to know and understand others of like and different cultures).

8. understand that physical activity provides the opportunity for enjoyment, self-expression and communication (e.g., describe ways to use movement to communicate ideas and feelings).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. achieve certification in CPR and basic first aid.

2. achieve competency in identifying rules, strategies, etiquette, and scientific principles in a wide variety of physical activities.

3. produce works of art depicting ideas and feelings of movement.

STANDARD V: VALUES

GOAL: All students will value physical activity and its contributions to a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. appreciate the relationships with others that result from participation in physical activity (e.g., respect and support team/group interactions).

2. respect the role that regular physical activity plays in the pursuit of life-long health and well-being (e.g., choose to exercise for personal enjoyment and benefit outside the school setting).

3. enjoy the feelings of self-esteem, confidence and success that result from regular participation in physical activity.

4. respect the uniqueness of oneself and others (e.g., seek out, participate with, and show respect for persons of like and different skill levels).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. support team/group activities by attending school physical activities once a semester.

2. assess effect of regular participation on self-esteem through pre and post self-concept evaluation.

IDAHO 8TH GRADE BENCHMARKS

The Idaho 8th grade benchmarks for 8th graders are intended to reflect the core of instruction and to apply across curriculum content areas. They demand mastery and the integrated application of basic skills and content. The assessment of these benchmarks will be included in the Statewide Testing Program. Students will be asked to demonstrate attainment of these benchmarks through specific performance tasks.

An Idaho 8th Grader

- **can communicate effectively.**
- **can access and organize knowledge, information, and technology effectively.**
- **can solve problems.**
- **can be creative and original.**
- **can determine quality.**
- **can be a collaborative worker.**
- **is an effective life-long learner.**

In the following section, a more complete statement and a list of traits of a good performance of each benchmark are presented. The benchmarks are not independent from each other, but are qualities of skilled workers and competent and active citizens. High quality performance of a task is likely to depend on the demonstration of traits from the full set of benchmarks.

1. **An Idaho 8th grader can communicate effectively in written, oral and multi-media forms (including audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- Communication is clear, focused, and interesting. It is appropriate for the audience and holds their attention. Relevant anecdotes and details enrich the central theme and demonstrate an understanding of the content.

- Organization and Format -- Communication is organized; and the format of the presentation enhances the central idea or theme. The order, structure, and presentation are well organized and address issues in a clear and direct manner.

- Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form of Presentation -- The communication conveys the intended message in an interesting, precise, and natural way. Words, models, and symbols are used appropriately to enhance the presentation.

- Fluency -- The communication has flow and rhythm. Elements of communication are significantly developed and consistent.

- Conventions -- The communication involves all of the conventions of written and oral language that enhance the overall quality of the presentation.

2. **An Idaho 8th grader can access and organize knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.

- Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.

- Sources of Knowledge and Information -- Relevant, comprehensive, and appropriate sources of content knowledge and information are identified and used in an efficient manner. Information technology is used in appropriate ways.

- Organization of Knowledge and Information -- Effective organization of knowledge and information is employed to enhance presentation and use. Clear criteria are employed to select relevant and accurate knowledge and information for presentation and use.

3. **An Idaho 8th grader can identify and describe problems, issues or projects and use knowledge, information, and technology to develop strategies for addressing and/or solving problems, issues or projects.**

LIST OF TRAITS

- Awareness and Identification -- Problems, issues or projects are clearly identified and understood.
- Components -- The components of problems, issues, or projects are presented using student and technologically generated figures, diagrams, maps, models, and other appropriate media.
- Development and Implementation Strategies -- Strategies for solving or addressing problems, issues or projects are identified, explored and evaluated. Clear and creative strategies, are selected and effectively implemented. In case of unexpected results, alternative strategies are explored.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho 8th grader can demonstrate creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative applications and alternative methods in the design, production, and presentation of activities are developed and explored. Novel or creative applications of ideas or methods are used.
- Production and Presentation -- New understanding, methods, and products are generated. Presentation incorporates the appropriate use of current technology.

5. **An Idaho 8th grader can critique and evaluate the quality of work products and processes.**

LIST OF TRAITS

- Group and/or Self-evaluation -- Performances and work are critiqued by groups and individuals as appropriate.

- Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.

- Needs -- Areas for further improvement are identified. How improvements can be accomplished are discussed.

6. **An Idaho 8th grader can demonstrate the ability and skills to work collaboratively in a group activity.**

   LIST OF TRAITS

   - Behavior -- Behavior in group activities is self-evaluated and self-managed. Consideration for individual differences is demonstrated.

   - Team Skills -- Active listening and participation skills are used in group activities.

   - Feedback -- Constructive feedback on cooperative work is given and received.

   - Group Functioning -- Group functioning is assessed and managed. Conflict resolution skills are used to solve group problems.

   - Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho 8th grader demonstrates characteristics of an effective life-long learner.**

   LIST OF TRAITS

   - Vision -- Goals and priorities are identified.

   - Self-esteem -- A positive vision for self and others is developed. A positive desire to learn is demonstrated.

   - Initiative and Perseverance -- The desire and ability to plan and implement project activity over time and to work through to the conclusion of the project is demonstrated.

   - Responsibility -- Responsibility for personal actions is demonstrated.

   - Adaptability -- Changes and challenges encountered are dealt with in a positive way. Appropriate modifications to plans and actions in response to changing circumstances are made.

INTRODUCTION TO 9 - 12 PHYSICAL EDUCATION

Students in grades nine through twelve are refining skills that will be used beyond the educational setting. They need to be exposed to physical activities and community resources that will help them maintain a healthy lifestyle.

It is especially important, at this point in the educational process, that students are challenged and given the opportunity to choose from a wide variety of activities. Students in these grades are continuing to develop their skills in increasingly sophisticated content emphasizing individual/dual sports, team sports, aquatics, dance, fitness/wellness, recreation, and outdoor adventure activities.

The following guide illustrates suggested methods of engaging students in developmental activities which address the Idaho goals for physical education. The performance indicators in this document are meant as suggestions only and do not preclude the development of alternative indicators at the district, building or individual level.

NINTH - TWELFTH GRADE

STANDARD I: MOVEMENT COMPETENCE

GOAL: All students will learn skills necessary to perform a variety of physical activities.

PERFORMANCE OBJECTIVES: All students will

1. move using concepts of body awareness, space awareness, effort, creativity, and relationships.

2. demonstrate developmentally appropriate competence in a variety of manipulative (e.g., racket sports, archery), locomotor, and non-locomotor (e.g., karate, flexibility exercises) skills.

3. demonstrate developmentally appropriate competence in a wide variety of skills performed individually and with others.

4. demonstrate proficiency in several forms of physical activity.

5. explore new skills/activities.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. demonstrate developmentally appropriate competence in at least one activity from three of the six following categories:
   a. aquatics,
   b. dance (e.g., modern, folk, country, ballet),
   c. outdoor pursuits (e.g., hiking, backpacking, biking, canoeing),
   d. individual activities/sports (e.g., golf, cycling),
   e. dual activities/sports (e.g., tennis, racquetball),
   f. team activities/sports (e.g., soccer, softball).

STANDARD II: WELLNESS

GOAL: All students will strive toward wellness.

PERFORMANCE OBJECTIVES: All students will

1. assess, achieve and maintain physical fitness/wellness.
2. design safe, personal fitness/wellness programs in accordance with principles of training and conditioning.
3. understand the principles of nutrition.
4. demonstrate problem-solving skills for healthy choices.
5. apply stress management and conflict resolution strategies.
6. apply principles of hygiene.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. assess, design, and implement a personal fitness/wellness program in terms of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

STANDARD III: ACTIVE LIFESTYLE

GOAL: All students will participate regularly in physical activity.

PERFORMANCE OBJECTIVES: All students will

1. participate in health enhancing physical activity daily.
2. select and regularly participate in lifetime physical activities.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. willingly participate in games, sports, dance, outdoor pursuits, and other physical activities which contribute to the attainment of personal goals and the maintenance of wellness.

STANDARD IV: KNOWLEDGE

GOAL: All students will know the implications of and the benefits from involvement in physical activities.

PERFORMANCE OBJECTIVES: All students will

1. identify the benefits, costs, and obligations associated with regular participation in physical activity.

2. recognize the risk and safety factors associated with regular participation in physical activity (e.g., injury reduction).

3. apply concepts and principles to the development of motor skills.

4. understand wellness involves more than being physically fit.

5. know rules, strategies, and appropriate behaviors for selected physical activities.

6. recognize participation in physical activity can lead to multi-cultural and international understanding (e.g., Basque dance, country line dance, lacrosse).

7. understand physical activity provides the opportunity for enjoyment, self-expression, communication, and cooperation.

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. analyze time, cost, and accessibility factors related to regular participation in physical activities that can be pursued in the local community.

2. use biomechanical concepts and principles to analyze and improve performance of self and others.

STANDARD V: VALUES

GOAL: All students will value physical activity and its contribution to a healthful lifestyle.

PERFORMANCE OBJECTIVES: All students will

1. appreciate the relationships with others that result from participation.

2. respect the role that regular physical activity plays in the pursuit of life-long health and well-being.

3. appreciate the feelings of self esteem, confidence, and success that result from regular participation in physical activity.

4. respect the uniqueness of oneself and others (e.g., individual strengths, limitations, personal diversity).

SAMPLE PROGRESS INDICATORS: All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example:

1. feel genuine pleasure and commitment toward physical activity as an important part of one's lifestyle.

2. accept differences between personal characteristics and the idealized body images portrayed by the media.

3. appreciate the effects of age, gender, and race upon physical activity preferences and participation.

SECONDARY EXIT PERFORMANCE STANDARDS

The Secondary Exit Performance Standards for high school graduates require mastery of basic skills and subject knowledge. Students' proficiency in these Performance Standards will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho high school graduate

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

What follows is a more complete statement of each standard and a list of traits which describe each standard in more detail.

1. **An Idaho high school graduate communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- The communication addresses issues clearly and directly.
   - Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form -- The chosen form of communication conveys the intended message.
- Conventions -- The communication includes appropriate use of grammar, capitalization, punctuation, usage, spelling and paragraphing.

2. **An Idaho high school graduate locates, organizes, and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- The student reads with accuracy and understanding.
- Active Listening -- The listener understands and evaluates verbal and nonverbal information and responds appropriately to the speaker.
- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.
- Organization of Information -- Information is effectively organized using clear criteria to select materials.

3. **An Idaho high school graduate identifies and describes problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.
- Development and Implementation Strategies -- Clear and effective strategies for solving or addressing problems or issues are identified, implemented, and evaluated.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho high school graduate demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are developed, leading to new understanding, methods, or products.

5. **An Idaho high school graduate critiques and evaluates the quality of work products and processes.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified, and ideas for improvements are discussed.

6. **An Idaho high school graduate demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Monitor Behavior -- In group activities, the individual monitors and evaluates his or her behavior and demonstrates consideration for individual differences.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed, with conflict resolution skills used to solve problems.
- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho high school graduate demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Goals and priorities are identified.
- Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated.
- Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.
- Responsibility -- Responsibility for personal actions is demonstrated.
- Adaptability -- Changes and challenges are dealt with in a positive way. Plans and actions are modified appropriately in response to changing circumstances.
- Skills of Strategic Learner -- A variety of strategies for learning are developed and used.

POSITION STATEMENTS

It is vitally important that physical education be provided to all students daily by certified physical educators.

It is important that physical educators be provided with preservice and inservice training appropriate to performance based education.

Physical education and physical educators are vital components in the development and implementation of an integrated curriculum.

Contract time will be set aside regularly for teacher interaction and collaboration for curriculum development.

Physical education class size will be consistent with other curricular areas to ensure safe and quality instruction.

Appropriate resources and current technology for teacher and student use will be provided and incorporated to guarantee success in
reaching the goals of physical education.

Physical educators will network within the district and throughout the state to enhance professional development and student success.
Adequate equipment, facilities and classroom space will be provided.

Time on task by students will be maximized to approach 80% active learning time.

The goals of physical education are recognized as being distinct from interscholastic athletics.

Physical education will accommodate the diverse needs of all students regardless of gender, race, culture, religion, or ability.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or disability in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, 650 West State Street, Boise, Idaho 83720-3650, (208) 334-3300, or to the Director, Office of Civil Rights, Department of Education, Washington, D.C.